

Revised 3/8/06

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☒ High ☐ K-12 ☐ Charter

Name of Principal: **Mrs. Judy Rigby**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: **Hononegah Community High School**
(As it should appear in the official records)

School Mailing Address: **307 Salem Street**
(If address is P.O. Box, also include street address)

Rockton
City

IL
State

61072-2697
Zip Code+4 (9 digits total)

County: **Winnebago**

State School Code Number*: **04-101-207-016**

Telephone: **(815) 624-5016** Fax: **(815) 624-5025**

Website/URL: **www.hononegah.org** E-mail: **jrigby@hononegah.org**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date: **February 8, 2006**

Name of Superintendent*: **Dr. Ralph Marshall**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: **Hononegah Community High School District #207** Telephone: **(815) 624-5010**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date: **February 8, 2006**

Name of School Board
President/Chairperson: **Mr. David Kurlinkus**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date: **February 8, 2006**

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
☒ High schools
 _____ Other
 _____ TOTAL

2. District Per Pupil Expenditure: **\$9,841**

Average State Per Pupil Expenditure: **\$8,786**

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 3 Number of years the principal has been in her/his position at this school.

_____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|---|------------|--------------|-------------|-------|------------|--------------|-------------|
| PreK | | | | 7 | | | |
| K | | | | 8 | | | |
| 1 | | | | 9 | 239 | 286 | 525 |
| 2 | | | | 10 | 262 | 247 | 509 |
| 3 | | | | 11 | 227 | 241 | 468 |
| 4 | | | | 12 | 246 | 203 | 449 |
| 5 | | | | Other | | | |
| 6 | | | | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 1,951 |

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|------------|----------------------------------|
| <u>93</u> | % White |
| <u>2</u> | % Black or African American |
| <u>2</u> | % Hispanic or Latino |
| <u>2</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |
| 100 | % Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 3.95 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

| | | |
|-----|--|--------------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year. | 43 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 34 |
| (3) | Total of all transferred students [sum of rows (1) and (2)] | 77 |
| (4) | Total number of students in the school as of October 1 | 1,951 |
| (5) | Total transferred students in row (3) divided by total students in row (4) | .0394 |
| (6) | Amount in row (5) multiplied by 100 | 3.95 |

8. Limited English Proficient students in the school: 1 %
6 Total Number Limited English Proficient
 Number of languages represented: 5
 Specify languages: Italian, Cantonese, Portuguese, Japanese, Spanish

9. Students eligible for free/reduced-priced meals: 9 %

Total number students who qualify: 172

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13 %
257 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | |
|---------------------------------|--|
| <u>7</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>26</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>138</u> Specific Learning Disability |
| <u>42</u> Emotional Disturbance | <u>11</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>25</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>4</u> Multiple Disabilities | |

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

| | <u>Full-time</u> | <u>Part-Time</u> |
|---------------------------------------|-------------------------|-------------------------|
| Administrator(s) | <u>4</u> | <u>0</u> |
| Classroom teachers | <u>99</u> | <u>7</u> |
| Special resource teachers/specialists | <u>19</u> | <u>1</u> |
| Paraprofessionals | <u>28</u> | <u>0</u> |
| Support staff | <u>93</u> | <u>17</u> |
| Total number | <u>243</u> | <u>25</u> |

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: **20:1**

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|-------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Daily student attendance | 95 % | 94 % | 94 % | 94 % | 90 % |
| Daily teacher attendance | 97 % | 97 % | 97 % | 97 % | 97 % |
| Teacher turnover rate | 5 % | 10 % | 5 % | 4 % | 8 % |
| Student dropout rate (middle/high) | 3 % | 2 % | 2 % | 1 % | 2 % |
| Student drop-off rate (high school) | 3 % | 2 % | 2 % | 1 % | 2 % |

14. (*High Schools Only*) Show what the students who graduated in Spring 2004 are doing as of September 2004.

| | |
|--|--------------|
| Graduating class size | 390 |
| Enrolled in a 4-year college or university | 63 % |
| Enrolled in a community college | 34 % |
| Enrolled in vocational training | 1 % |
| Found employment | 1 % |
| Military service | 1 % |
| Other (travel, staying home, etc.) | 0 % |
| Unknown | 0 % |
| Total | 100 % |

PART III - SUMMARY

Hononegah Community High School, located in north central Illinois and covering a 102 square mile area, enrolls 1,951 students. Four elementary districts feed into Hononegah. The high school, originally built in 1918, has seen several additions including a 1,100 seat Performing Arts Center, an air dome with an indoor track, and a state-of-the-art media center. The facility boasts 17 computer labs with at least one additional computer in every classroom. Due to rapid growth in the area, the Board of Education is currently in negotiations to purchase land for a second high school.

The mission of Hononegah Community High School District is to promote opportunities for each student to develop lifelong academic, technical, and social skills essential for quality citizenship. Hononegah offers a curriculum that would be considered three-fourths college preparation and one-fourth career and technical. The academic program includes but is not limited to reading, writing, and mathematics across the curriculum, inclusion, vertical alignment of courses leading to AP classes, regional programs, and dual credit with Rock Valley Community College.

Hononegah has continually improved in math, reading, and science on the Prairie State Achievement Exam over the past five years. Currently, 73% of the juniors meet or exceed the state standards compared to 55% at the state level. A record number of students (147) have taken the AP exams with 72% scoring a 3 or higher. For the past two years, the school has been recognized by the Chicago Sun Times as one of the top 50 schools in the State of Illinois. Hononegah maintains its membership with the North Central Association of Colleges and Universities.

One challenge Hononegah faces as a high school district is the state funding formula. With the change in the formula, high school districts like Hononegah are receiving less state aid than in past years. This has caused great challenges in order to maintain excellence in programming. In spite of the decrease in funding, academic achievement continues to rise.

Hononegah attempts to meet the needs of the at-risk student by providing an evening alternative school program, a Student Assistance Program, and the Homani Program. All teachers are available first hour to provide one-on-one assistance to students.

Fifty-seven percent of the teaching staff hold a Master's Degree or higher. Two of five regional Golden Apple teachers were chosen from Hononegah during the 2004-2005 school year. In addition, the Illinois Teacher of the Year and Illinois Health Teacher of the Year were also from our school. One teacher holds National Board Certification with an additional 11 teachers working on certification this year.

Students are active in athletics and co-curricular activities with over one-half of the student body participating in at least one sport. Hononegah won the All-Sports Trophy for the NIC-9 three of the last five years. Five coaches were selected as Coach of the Year for the conference in 2004-2005. Individual students placed first at the state Impromptu Speaking and Chemistry Olympiad competitions. Seven All-State awards were received in journalism and music. As a team, fourth place was earned by the wrestling team and sixth by WYSE (World Youth in Science and Engineering).

Parents, volunteers, booster clubs, the HOPE Foundation, and local business partners play an integral role in the success of the Hononegah school system. Back to School Night, parent conferences, plays, concerts, and athletic events are well attended. Parents and community members utilize the Hononegah web-page, monthly school newspaper and the Family Access computer program to gain knowledge about the students and the school.

Hononegah lives by its motto: *Striving for Excellence!*

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Hononegah Community High School examines student performance in a number of different ways. The primary measurement for Illinois high schools is the Prairie State Achievement Examination (PSAE).

The PSAE currently measures student achievement in three areas: math, reading, and science. Students in the State of Illinois must take the PSAE in order to graduate from high school. The PSAE serves as both a criterion-referenced and norm-referenced test. Illinois students receive an ACT score which compares student performance to national norms and a Work Keys score which is also compared to national norms. The PSAE score is used to measure student performance based on the Illinois Learning Standards. The PSAE score tells students if they exceed, meet, are below standards, or are on academic warning in math and reading. The PSAE math score is derived by combining the ACT mathematics and the Work Keys mathematics scores. The PSAE reading score is calculated by combining the ACT reading and Work Keys reading scores.

Hononegah has consistently scored above the state average on the PSAE in both reading and mathematics. In 2005, the Illinois average for PSAE reading scores was 60% of students meeting or exceeding standards compared to 76% for Hononegah. The 2005 Illinois average for PSAE math scores was 59% of students meeting or exceeding standards compared with 73% of Hononegah students. These scores place Hononegah in the top 10% of high schools in Illinois. During the past four years, Hononegah Community High School has also produced sustained improvement on the PSAE in both reading and mathematics. Hononegah PSAE math scores have improved from 59% of students meeting or exceeding state standards in 2001-2002 to 73% in 2004-2005. Hononegah PSAE reading scores have improved from 64% of students meeting or exceeding state standards in 2001-2002 to 77% in 2004-2005. In addition to improvement among the entire student population, Hononegah has also experienced growth with the two major subgroups that are large enough to provide valid disaggregated data. Both students with disabilities and economically disadvantaged students have shown overall improvement from 2001 to 2005. Test results for subgroups with less than 40 students are not reported by the state for confidentiality reasons. However the academic needs of these groups are met through the regular curriculum, before school programs, and tutorials. PSAE scores may be accessed at:

<http://ftp.irsptcard.isbe.net/ReportCard2005/0410120700001e.pdf>

While continually improving PSAE results are clearly a source of pride, the Hononegah learning community realizes the importance of using multiple measurements to provide an accurate understanding of student achievement. Common local assessments aligned to state standards provide teachers with frequent feedback. The EXPLORE and PLAN tests created by ACT and aligned to the PSAE provide rosters of students that require early intervention in both reading and math skills. The North Central Association school improvement process continues to drive student achievement by focusing both professional development and teaching practices on improving reading, writing, and computation.

Success on the PSAE is also supported by other measures of student success. Over 97% of Hononegah graduates enroll in a two- or four-year college following high school. Hononegah continues to take steps to increase the rigor of the curriculum for all students. The number of students taking Advanced Placement exams increased from 82 students in 2000 to a record 147 students taking exams in 2004. Despite the dramatic increase in students taking Advanced Placement exams, over 72% of test takers still scored a 3 or higher on an Advanced Placement exam.

2. Using Assessment Results:

Hononegah Community High School uses data from both standardized tests and locally developed assessments. These assessment results are used to align curriculum to the Illinois Learning Standards, develop timely interventions for at-risk students, and evaluate the effectiveness of the existing curriculum by providing feedback to classroom teachers.

Norm-referenced standardized test results are generated at Hononegah with the EXPLORE, PLAN, and ACT. The EXPLORE is given to all incoming freshman, all sophomores take the PLAN, and all juniors take the ACT as part of the Illinois PSAT. Locally developed assessments are generated through common final exams. Local assessments are aligned to the Illinois Learning Standards as well as to standardized tests. One way that assessment results are utilized is in both the vertical and horizontal alignment of curriculum. Hononegah teachers use data from norm-referenced tests in conjunction with the Illinois Learning Standards to develop course outcomes and common assessments. Results from the EXPLORE test are used with teacher recommendations, grades, and locally created assessments to create a fair and effective freshman placement program. The EXPLORE test results are also used to locate incoming freshman that are categorized as at-risk and in need of timely intervention. In addition, because the EXPLORE, PLAN, and ACT are aligned in content, Hononegah uses linkage reports to provide teachers with value-added data.

One example of using assessment data to modify instructional practices was the use of norm-referenced and local assessment data in the North Central Association school improvement process. During this process teachers used disaggregated standardized test data and local assessment results to set goals for improved student achievement in reading, writing, and mathematical computation. One effective strategy was the inclusion of ACT-style test questions on quizzes, tests and final exams. Professional development focused almost exclusively on strategies to improve reading, writing, and computation. This increased focus led to four consecutive years of improved PSAT scores in both math and reading.

3. Communicating Assessment Results:

Hononegah Community High School uses a variety of methods to effectively communicate student performance to parents, students, and the community. To ensure timely and accurate communication, Hononegah utilizes technology, traditional publications, an active guidance department, frequent public meetings, and student recognition programs.

A large percentage of the community served by Hononegah Community High School is very receptive to the dissemination of information through the internet. Consequently, student achievement information like the school report card and key test dates and results are posted on the school website www.hononegah.org. Families can also use the website to access both student attendance and grades via the Skyward Family Access program. This program gives parents the opportunity to receive frequent feedback on student performance. Parent-Teacher conferences can also now be scheduled on-line.

Hononegah also realizes the need to communicate through traditional publications. The school publishes a monthly newsletter that provides information to Hononegah families. In order to provide the opportunity for timely interventions, progress reports are mailed at the mid-point of every quarter. The Associate Principal's Report provides the community with a monthly update on student performance.

The Hononegah learning community also realizes it is necessary to provide frequent opportunities to report student performance through face-to-face communication. Parents are invited into the building for Back to School Night, Parent-Teacher Conferences in the fall and spring semesters, Freshman Orientation, and Scholarship Night. Guidance Counselors meet with each sophomore student and their parents for a one hour face-to-face meeting. Student performance is also recognized through frequent

opportunities for celebration. Hononegah has an annual celebration for all juniors who meet or exceed standards on the PSAT. The Honor Roll, Renaissance, Certificate of Employability, and Scholar-Athlete programs all provide opportunities to publicly recognize outstanding student achievement.

4. Sharing Success:

Hononegah Community High School is committed to the process of continual learning. As a result, numerous administrators, counselors, and teachers serve in local, state, and national leadership positions.

At the local level Hononegah is often called upon to provide tours and technical assistance to other schools. Project Lead the Way (PLTW), technology labs, and the Performing Arts Center are frequently showcased to districts in the region as well as throughout the state. The principal attends monthly regional curriculum meetings and serves on a regional teacher induction advisory board. Hononegah is affiliated with the NIC-9 conference which also requires regular articulation meetings for both the principal and the athletic director. Hononegah is affiliated with CEANCI, Career Education Associates of North Central Illinois. Through CEANCI, Hononegah partners with a wide array of area schools to provide vocational educational opportunities for hundreds of students each year. Several HCHS teachers serve on the various curriculum advisory boards for CEANCI. Because four separate elementary school districts provide students to Hononegah, monthly curriculum articulation meetings are held to facilitate the vertical alignment of curriculum. Last year two Hononegah math teachers won the Golden Apple award for excellence in teaching. Both teachers now serve on the Golden Apple committee and mentor other teachers.

Hononegah has also been active at both the state and national level. The Illinois State Board of Education Teacher of the Year for 2005-2006 is a Hononegah teacher. She currently is traveling throughout the state participating in speaking engagements and promoting teaching. The 2004-2005 Illinois and Midwest District Health Educator of the Year is also from Hononegah. She presents annually at the state IAHPERD convention. Hononegah staff have made presentations at the state school board convention as well as the math and tech prep conventions. Hononegah has developed a long-standing partnership with Northern Illinois University to train new teachers. Hononegah staff teach the initial clinical experience in partnership with NIU. Hononegah faculty members have also been involved with judging the annual NIU student teacher contest. Nationally, Hononegah is well-represented at Advanced Placement Conferences. Hononegah faculty have regularly presented at the national AP English conference and served as graders. The Graphic Arts instructor has presented at the International Graphic Arts Education conference. Hononegah students have showcased their technology projects for the legislators at the capital in Springfield.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum meets the needs of the special needs, career oriented, and college bound student. All courses are aligned to the Illinois Learning Standards and/or national standards. Hononegah articulates with its four feeder elementary districts to vertically align the curriculum. A variety of teaching methodologies, technology, and high standards combine to facilitate student engagement in the curriculum.

Seven semesters of English are required for graduation. The focus of the English curriculum is reading, writing, public speaking, listening, research skills, and critical thinking.

Starting with the Class of 2010, students will need three years of mathematics, including algebra and

geometry, in order to graduate. Pre-Algebra through AP Calculus are offered as well as computer programming classes.

The science curriculum includes courses in the biological sciences as well as the physical sciences. An emphasis is placed on terminology, scientific inquiry, and critical thinking skills. Hands-on laboratory activities are used for research and the interpretation of graphs and data. HCHS has been invited by the governor's office to pilot the Project Lead the Way (PLTW) Biotechnical Engineering course next year.

Original and secondary source documentation in a historical context is emphasized in the social science curriculum. Students are responsible for understanding the influences of climate, culture, and human capital in the development of a society. A comprehensive understanding of the human condition is also emphasized in the curriculum.

A four-year, foreign language proficiency-based curriculum is offered to all students in two levels of French and Spanish: honors and regular. Students practice all four skill areas: reading, writing, listening and speaking. The International Communications Center is a valuable lab for hands-on learning.

The Fine Arts curriculum is divided into theater, instrumental and vocal music, and visual art. Participation in fine arts gives students the means to express themselves creatively and to respond to the artistic expression of others. Courses include beginning and advanced levels as well as regular and honors credit. Students may also take electives in piano, music theory, and technical theater.

The Career and Technical Education course offerings are divided into four general occupational areas: Agriculture, Business, Family and Consumer Science, and Industrial Technology. Highlights of the curriculum include National Automotive Training Education Foundation (NATEF), PrintED Graphic Arts, and PLTW national certifications. In addition, students utilize the greenhouse, construct a house, and obtain Microsoft Office System (MOS) certification. Another highlight of the program is the interdisciplinary Information Systems Academy for 10-12 graders.

The Physical Education, Health, and Driver Education Department prepare students for healthy lifestyles. An emphasis is placed on both team and individual activities. A cardiovascular training center is utilized by P.E. classes.

Students with special needs have access to the general education curriculum based upon goals identified through their Individualized Education Plan. Collaborative teaching takes place in several departments. A Directed Studies class is provided for students needing daily academic support for success. The Emotional Disorder program focuses on behavior management, problem solving techniques and personal responsibility. The Life Skills program supports the independent living and vocational needs of students with mild to severe disabilities.

Students may stretch their curriculum offerings while in high school by taking courses through the Illinois Virtual High School, the Beloit College Porter Scholar Program, or through Rock Valley Community College. Up to eight alternative course credits may be obtained for graduation.

2. English:

Students must complete a minimum of seven semesters of English for graduation. The goals and outcomes for all courses in the curriculum are aligned to the Illinois State Learning Standards. These standards require students to demonstrate competency in writing, reading, public speaking, listening, research skills, critical thinking, and relevant technologies.

All students complete a three-year sequence of Freshman English, Sophomore English, and American Literature. The first two courses focus on literary analysis across all genres of fiction and non-fiction.

Interpretive essays, oral presentations, and longer argumentative research papers are used as the primary means of assessment. The sophomore course includes a nine-week unit on public speaking and debate.

The junior curriculum requires students to complete a chronological survey of American Literature. Junior students also have the option to enroll in American Studies, a team-taught interdisciplinary course that integrates the study of history, literature, art, music, and film. Frequent writing assignments, speeches, group projects, an extended literary research paper, and technology-based exhibitions make up the primary assessments in all junior courses.

Upperclassmen may also select among semester long elective courses in Creative Writing, Effective Speaking, British Literature, Dramatic Literature, College Preparatory Reading, and Expository Writing.

For accelerated learners, Hononegah offers Honors and AP English courses throughout grades 9-12. These vertically aligned courses prepare students to meet the higher performance standards set by the most competitive colleges and universities.

Students in grades 9-12 who are reading two or more years below grade level (including English Language Learners) have the opportunity to enroll in (required for freshmen) a Developmental Reading course designed to help them improve their reading skills. Reading specialists focus on vocabulary acquisition, comprehension, and inference skills as part of an integrated phonics/whole language approach to reading instruction. Academy of Reading software is used to monitor student skills.

3. Mathematics, Science, Art, Etc.:

The math curriculum ties directly to the essential skills and knowledge outlined in the school's mission statement. The curriculum includes courses from Pre-Algebra through AP Calculus with a Refresher Math course for seniors and several computer programming classes. Students are placed in classes as they enter Hononegah as freshmen based on their readiness to learn. Criteria used for selection includes middle school grades, teacher recommendation, a local math test, as well as the results of tests in EXPLORE and ISAT.

All courses are aligned with state and national standards. Lessons are designed to meet the stages of Bloom's taxonomy, with students expected to master computational skills in addition to developing higher order cognitive skills including interpolation skills. Cooperative learning is frequently utilized in an effort to develop team building as well as social skills. Computer labs and other experimental lessons require the students to reach their own conclusion before an actual theorem, postulate, or definition is presented. Learning through self-discovery is prevalent, particularly in the geometry courses. Real-world application problems are assigned throughout all courses. Homework guides have been developed for all courses so all teachers assign the same problems. However, there is flexibility built into each course so teachers can create additional assignments to enhance a particularly difficult lesson. Common assessments, including final exams, ensure that all teachers are teaching the same concepts. Data from assessments are analyzed and monitored for continual improvement.

Writing is an essential skill that has become an increasingly integral part of mathematics education. From requiring students to justify solutions to poetry projects in Geometry, writing has become an increasingly important aspect at all stages of mathematics. The goal is for students to be able to "demonstrate" and "explain" solutions instead of simply showing "how" to get an answer.

Classrooms teachers integrate technology in the classroom on a daily basis. Teachers and students have access to math/science computer labs, graphing calculators, Interactive Smart Boards, and LCD projectors. Teachers in the department have presented at the local and state level on technology. Teachers use shared folders to send their Powerpoint presentations to other Hononegah teachers.

4. Instructional Methods:

A diverse compilation of instructional delivery models are used at Hononegah High School to meet the needs of a variety of students. These methods include direct instruction, cooperative learning, modeling, collaborative teaching, inquiry based learning, problem based learning, and interdisciplinary teaching.

Teachers are encouraged to use various tests to determine the learning styles of their students. Differentiated and layered curriculum models are then incorporated into the classroom in order to meet the needs of the different learners. Teachers utilized both traditional and performance-based assessments.

Teachers integrate technology in instruction through the use of multi-media presentations, the Smartboard, graphing calculator labs, and the internet. Seventeen computer labs in the building are used for instruction, research, exposure to software used in industry, and remediation purposes. Research material can be accessed from the multi-media center through an all-school retrieval system as well as inter-library loans.

Interconnections between subjects are emphasized. For example, Project Lead the Way, with an emphasis in engineering, provides students with practical, real-world exposure to math, science and technology. Students learn math and physics through the NATEF certified automotive program. Reading, writing, and science are integrated through the Rivers Project in biology and English.

Real-life experiences are provided through performances, student portfolios, field-trips, and apprenticeship programs. In addition, students participate in cooperative work programs, discovery labs, simulations, career shadowing, and student assistantships.

All teachers are available during first period to assist students with individual needs. Many students also utilize teacher-developed websites. Modifications are made to the curriculum for the special education student, the gifted student, and the English Language Learner. Special education teachers co-teach with regular education teachers.

Through the North Central Accreditation process, all teachers were trained in effective strategies to teach reading, writing, and computation skills across the curriculum. Staff members are used as trainers in order to maximize follow through assistance.

5. Professional Development:

Professional Development at Hononegah is systemic, financially supported, and varied in its approach. At the heart of the Professional Development Plan is the focus of the staff on a common goal: student achievement. In the spring of 1999 through the North Central Association Outcomes Accreditation process, the entire staff identified a need to improve student skills in the areas of reading, writing and computation. Over the next five years, Hononegah personnel trained the entire staff in strategies to use in the classroom (cross-curricular) in the three key areas identified by the NCA process. Teachers were held accountable by the administration and their peers to incorporate what they had learned in the classroom. The results were consistently improved test scores on the PSAT.

Another key professional development initiative at Hononegah includes the Mentoring/Induction Program has been in existence for over ten years. This program includes two days of pre-institute day training, bi-monthly training sessions, peer coaching, and required staff development over a four-year period. The Mentoring/Induction Program focuses on the 11 Illinois Professional Teaching Standards.

This year the Department Coordinators have been reading and discussing Richard DuFour and Robert

Eaker's book Professional Learning Communities at Work. With a common planning period first hour, many teachers are already working together to share teaching strategies, prepare common assessments, and analyze results.

The Critical Friends Groups, started in 1999, encourages professional dialogue. Teachers bring their work (lesson plans, student work, teacher problems) to the group to be "tuned". Through a series of protocols, feedback is provided by peers in a professional tone. The Critical Friends Groups also read and study common educational books including The Courage to Teach by Parker Palmer and Dealing with Difficult Parents and Parents in Difficult Situations by Fiore and Whittaker.

Institute days are used to train staff across the curriculum or for training in identified departmental needs. The school district financially supports those taking graduate classes through partial tuition reimbursement and advancement on the salary schedule. Workshops are funded through local funds as well as grants.

The evaluation instrument is written to the Illinois State Teaching Standards. It includes provisions for teachers to do action research portfolios on topics specifically designed to increase student achievement in their disciplines. The instrument also includes the opportunity for teachers to help one another through peer coaching.

PART VII - ASSESSMENT RESULTS

Subject: Reading Grade: 11 Test: Prairie State Achievement Examination

Edition/Publication Year: 2005 Publisher: ACT

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month: April | | | | | |
| School Scores | | | | | |
| % At or Above Meets State Standards | 76.6 | 75.3 | 66.1 | 64 | 69 |
| % At Exceeds State Standards | 20.2 | 15.3 | 17 | 15 | 15 |
| Number of students tested | 424 | 409 | 419 | 397 | 362 |
| Percent of total students tested | 99.3 | 100 | 96.3 | 97.1 | 95 |
| Number of students alternatively assessed | 4 | 3 | 5 | 0 | 1 |
| Percent of students alternatively assessed | 0.9 | 0.7 | 1.2 | 0 | 0.2 |

SUBGROUP SCORES

Students With Disabilities

| | | | | | |
|-------------------------------------|------|------|-----|------|----|
| % At or Above Meets State Standards | 26.4 | 18.7 | N/A | 17.2 | 22 |
| % At Exceeds State Standards | 5.3 | 3.1 | N/A | 0 | 0 |
| Number of students tested | 39 | 38 | 4 | 46 | 23 |

Economically Disadvantaged

| | | | | | |
|-------------------------------------|------|------|------|------|----|
| % At or Above Meets State Standards | 52.4 | 80.9 | 57.9 | 41.7 | 86 |
| % At Exceeds State Standards | 14.3 | 9.5 | 0 | 0 | 29 |
| Number of students tested | 26 | 24 | 21 | 12 | 18 |

White

| | | | | | |
|-------------------------------------|------|------|------|------|-----|
| % At or Above Meets State Standards | 76.9 | 76.5 | 77.6 | 64.4 | 69 |
| % At Exceeds State Standards | 20.6 | 15.6 | 17.6 | 15.1 | 15 |
| Number of students tested | 407 | 391 | 401 | 384 | 343 |

* Tables indicate less than 10 students tested.

Subject: Math **Grade: 11** **Test: Prairie State Achievement Examination**

Edition/Publication Year: 2005 **Publisher: ACT**

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month: April | | | | | |
| School Scores | | | | | |
| % At or Above Meets State Standards | 72.6 | 71.1 | 63.1 | 58.6 | 65 |
| % At Exceeds State Standards | 9 | 18.3 | 8.8 | 9.4 | 10 |
| Number of students tested | 424 | 409 | 413 | 397 | 362 |
| Percent of total students tested | 99.3 | 100 | 96.3 | 97.1 | 95 |
| Number of students alternatively assessed | 4 | 3 | 5 | 0 | 1 |
| Percent of students alternatively assessed | 0.9 | 0.7 | 1.2 | 0 | 0.2 |

SUBGROUP SCORES

Students With Disabilities

| | | | | | |
|-------------------------------------|------|------|-----|-----|----|
| % At or Above Meets State Standards | 26.3 | 21.9 | N/A | 6.9 | 17 |
| % At Exceeds State Standards | 0 | 12.5 | N/A | 0 | 0 |
| Number of students tested | 39 | 38 | 4 | 46 | 23 |

Economically Disadvantaged

| | | | | | |
|-------------------------------------|------|------|------|------|----|
| % At or Above Meets State Standards | 52.4 | 61.9 | 31.6 | 33.3 | 78 |
| % At Exceeds State Standards | 4.8 | 9.5 | 0 | 8.3 | 14 |
| Number of students tested | 26 | 24 | 21 | 12 | 18 |

White

| | | | | | |
|-------------------------------------|------|------|-----|-----|-----|
| % At or Above Meets State Standards | 72.9 | 72.1 | 64 | 59 | 65 |
| % At Exceeds State Standards | 9.1 | 18.2 | 9.2 | 9.4 | 10 |
| Number of students tested | 407 | 391 | 401 | 384 | 343 |

* Tables indicate less than 10 students tested.